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ABSTRACT

The tech prep work-based learning program for child care management occupations at Carlyle (Illinois) High School had nine goals: (1) market the program to students, parents, employers, and the community; (2) increase the number of students enrolled in Tech Prep Youth Apprenticeship (TPYA); (3) increase the number of employers providing work-based experiences; (4) develop a plan to coordinate the academic competencies, work place skills, and technical skills between the school- and work-based components; (5) develop progressive work-based experiences beginning with industry visits and culminating with paid experiences; (6) develop a curricula for industry supervisor training and deliver training; (7) certify completers against accepted industry standards; (8) develop a plan to demonstrate what has been learned through the TPYA project; and (9) expand work-based learning at the postsecondary level. Major accomplishments were as follows: creation of tech prep brochures; mailing 291 brochures to local businesses; expanding the work-based learning program to the secretarial/information processing area; students' and mentors' attendance at workshops; choice by students previously enrolled in child care of child care-related careers; and continued student recruitment. (The 10-page report has extensive appendixes: newspapers articles and advertisement; materials from an eighth grade field trip for students interested in child care occupations; training agreement, materials, and forms related to the work-based program; committee meeting agendas and minutes; and job shadowing forms and materials.) (YLB)

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ED 432 687

Tech Prep Work-Based Learning Program for Child Care Management Occupations Final Report

Illinois State Board of Education

CENTER FOR BUSINESS, COMMUNITY AND FAMILY PARTNERSHIPS

96-32000-13-014-0010-26

State Funds

$30,000

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Carlyle High School
Tech Prep Work-Based
Learning for Child
Care Management
Occupations
Final Report
1996-97

Illinois
State Board of
Education

Center for Business
Community and
Family Partnerships

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$30,000

Michael W. Skarr
Chairperson

Joseph A. Spagnolo
State Superintendent
of Education

Project Staff
Superintendent
Dr. Ann Duncan

Director/Teacher
Joyce Beckemeyer

August 22, 1997

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Final Report
Tech Prep Work-Based Learning Program
for Child Care Management Occupation
Carlyle High School

Objectives and Activities

Goal #1. To develop and implement a plan to market the Tech Prep Work-Based Opportunities to students, parents, employers, and the community.

Activity #1. Continue to seek local newspaper coverage by providing articles and inviting reporters to the various events that take place.

Response: Several newspaper articles were submitted. On September 7, 1996; (Tech Prep students attended the literature conference held at Kaskaskia College) September 24, 1996; (Tech Prep students attended a two-hour workshop on child discipline) October 15, 1996; (Child Development class toured St. Joseph's Hospital in Breese.) October 19, 1996; (Tech Prep students attended the Clyde Self, self-discipline workshop at Kaskaskia College) October 25, 1996; (Director participated in the Tech Prep team tour) November 5, 1996; (Pre-Kindergarten teacher as a guest speaker) November 12, 1996; (Instructor attended a "work-based learning...legal issues educators must address" workshop at Kaskaskia College) November 13 & 14, 1996; (Instructor attended a "Tech Prep Comprehensive work-base learning and partnership academics inservice" in Springfield) February 21, 1997; (Instructor attended IVA in St. Louis) See Appendix for articles submitted.

Activity #2. Continue to run a newspaper advertisement in local newspaper in January or February when registering for classes for the 96-97 school year. Feature past and present student pictures in the advertisement.

Response: Carlyle registration will be held in March. See appendix for articles submitted to the newspaper.

Activity #3. Continue to develop informational brochures aimed at specific target groups: Parents, employers, community, using a continuous theme so the community becomes familiar with a central theme.

Response: See appendix for the "Open Doors" brochure featuring Childcare Manager, Communications, and Curriculum Integration.
The "Open Doors" brochure featuring Childcare Youth Apprenticeship will have changes in the course description and the use of the word "apprenticeship" will be replaced with work-based learning.

Activity #4. Institute a direct mail marketing program using a brochures mentioned above; personalizing materials to interest various groups in the community:

Response: Informational brochures were mailed in January to 291 businesses in the community.

Activity #5. Continue to provide speakers bureau for various community clubs and civic groups.

Response: No request from the community. Brochures provided information to the community.

Activity #6. Continue to take advantage of public service announcements the Regional Delivery System has had developed to be aired on local radio stations in the area during the months of January and February.

Response: Submitted by the Regional Delivery System.

Activity #7 Redo the promotional video we developed during the 93-94 grant year utilizing a professional consultant to do filming and taping.

Response: After several attempts to obtain a professional consultant to do filming the project coordinator decided to scratch this idea.
Project coordinator is presently working with the business department to prepare a slide presentation using Microsoft Power Point.

Activity #8. Continue to utilize students to institute a peer recruitment system to attract students into the program.

Response:
1. The Tech Prep Child Care students wore their sweatshirts weekly.
2. Display case in the hall and bulletin board in the classroom.
3. On March 13th, the tech prep students will have a table in the library for freshmen orientation. These students will hand out the "Open Doors" brochure.
4. See appendix for photos of freshmen orientation and Job shadowing display.

Activity #9. Continue to work with guidance counselors at the Middle School and High School to assure that all students have the opportunity to receive career guidance labor market information and counseling regarding this occupational program.

Response: See appendix for list of students interested in the child care occupations.
See appendix for summary of field trip evaluation, permission forms and newspaper clipping.

Goal #2 To increase the number of students enrolled in Tech Prep Youth Apprenticeship.

Activity #1. Continue to work at increasing Non-Traditional enrollments to ensure as least 20% enrollment of each gender.

Response: The child Development classes this past year consisted of 50 students, 13 of these students are males. The child development students have information concerning the child care occupations program. Enrollment in the child care occupations program for the 1997-98 school year will consist of thirteen students.

Activity #5. Continue to use selection process designed by project steering committee.

Response: Application process will continue through March. During April the advisory committee will meet to see if applicants meet the criteria.

Activity #6. Continue to participate in the Freshman orientation night at Carlyle High School. This informs students and parents about this wonderful career opportunity.

Response: Freshmen orientation was held on March 13th, See appendix for photos of display.

Activity #6 Explore expansion into additional career areas.

Response: See appendix for Work-Based Sec./Info Proc., permission to participate form, faculty recommendation sheet, training agreement, and evaluation form.

Goal #3. To increase the number of employers providing work-based experiences.

Activity #1. Continue to strive to attract employers to participate in the program through the various activities mentioned in Goal #1.

Response: See Goal #1 Activity #3 & 4.

Activity #2 Continue to encourage the Tech Prep Youth Apprenticeship teacher to participate in the VIP program.

Response: Project Coordinator completed eleventh year in the VIP program.

Goal #4. To develop a plan to coordinate the academic competencies, workplace skills, and technical skills between the school-based and work-based components.

Activity #1. Continue to implement and "fine tune" curricula and instructional materials based on industry skills standards with competencies sequenced within course work and the workplace.

Response: See appendix for advisory committee meeting agenda and minutes for August 1996.
See appendix for advisory committee meeting, agenda and minutes for May 1997.
Project coordinator and vocational director are presently working on an internet curriculum, slide presentation and brochure changes.

Activity #3. Continue to utilize a training plan and a training plan agreement that reflects the responsibilities of various parties: student, parent, school, employer and Bureau of Apprenticeship Training and defines work-based experiences.

Response: See appendix for training agreement changes concerning workman's compensation, and proof of insurance.

Activity #5 Continue to develop student portfolios so there is a record of academic competencies, workplace skills and technical skills accomplished by each Tech Prep student.

Response: Individual portfolios accomplished.

Activity #6. Continue to work with academic teachers participating in the Tech Prep Rural Model Site grant to develop and implement integrated curriculum units.

Response: Active participant on the tech prep team. As a team member we have students involved in job shadowing. See Appendix for student application, Rubric for Job Shadowing, Job Shadowing Employer Evaluation Sheet, Letter to employer to cover liability insurance, and certificates. These forms were created by our vocational director. One specific activity integrated with academics include the psychology class and child care class creating and evaluating children books.

Goal #5. To develop progressive work-based experiences beginning with industry visits and culminating with paid experiences.

Activity #1. Continue to inservice counselors to encourage career development and guidance services activities (field trip, etc.) for junior high school students to encourage students to choose Tech Prep Youth Apprenticeship as a career.

Response: See appendix for students involved in the 8th grade field trip.

Activity #2 Continue to conduct meetings with representatives of the child and day care industry to discuss field trips and job shadowing and guest speakers.

Response: Ongoing.

Activity #4 Continue to utilize Summer paid work experiences that have been developed for junior and senior in the program.

Response: Students need to be age 18 to assist and must be working with a qualified teacher's aide. Only one senior met this requirement and was able to begin work at the Gingerbread Daycare and receive pay.

Goal #6. To develop a curricula for industry supervisor training and deliver training to industry supervisors (master/mentors)

Activity #2. Take advantage of area workshops sponsored by NAYCE through professional development scholarships to individual family child care providers, group home providers and staff, center directors and staff provided by project CHILD.

Response: Several child care students attended the following workshops: Literature conference, and self-discipline workshop at Kaskaskia College, Child Discipline at Calumet Christian Church. See appendix for newspaper clippings.

Goal #7. To Certify completers against accepted industry standards.

Activity #1. Continue to revise and utilize completers certification that addresses both academic and occupational skills developed during 95-96 program year.

Response: A completer certificate issue for portfolios.

Activity #2 Continue to have students develop portfolios.

Response: All students have portfolios that include a resume, letter of application, lesson plans designed, child observation reports, CPR certificate, attendance records, certificates and newspaper clipping.

Activity #3. Maintain awareness of the work and progress of the Illinois Occupational Skill Standards and credentialing Council by attending IFACSTA Conference in Marion July 29, 30, 31 and IVA Conference in St. Louis-February 1997.

Response: Attended the IVA conference in St. Louis on February 21, 1997.
Sessions attended include Fostering Resiliency in Adolescents, and the St. Louis Community College Culinary Arts.

Activity #4. Attend Full Membership Meetings of the Kaskaskia Area Partnerships.

Response: Attended the Kaskaskia College Tech Prep Consortium FY'97 Kick-Off Day on Tuesday August 6,1996.

Goal #8. To develop a plan to demonstrate what has been learned through the Tech Prep Youth Apprenticeship project.

Activities: Make regular progress reports at Kaskaskia College Tech Prep Consortium meetings and participate in the local Education-to-Career partnerships meetings.

Response: See appendix for progress reports. These reports were completed and mailed to Kaskaskia College by our vocational director. Mailed in March narrative report.

Goal #9. To expand work-based learning in the post secondary level - a new occupational area currently not utilizing work-based education as a component, another program site either within or outside consortia.

Activity #2. Serve as a model site mentor to Sandoval High School as they develop a similar type program for their Tech Prep Students.

Response: Keri Milner from Sandoval High School visited Carlyle on February 18th. Keri plans to schedule summer work with tech prep instructor to develop a child care program.

Activity #3 Work to recruit Central High School encouraging them to develop a similar type program for their Tech Prep Students.

Response: Central has its own child care program established.

7. Major Activities Planned

- Continue to work with business instructor to establish a work-based secretarial/information processing program.
- Continue to help Sandoval High School establish a work-based child care program.
- Continue to participate in the VIP program during the summer.
- Make necessary changes in "Open Doors" brochure.
- Complete child care slides using microsoft power point
- Establish an internet curriculum for child care.

8. Major Accomplishments

- Created Tech Prep brochures with the "Open Doors" theme. See Appendix.
- Mailed 291 brochures to local businesses in the community.
- Expanded the work-based learning program to the secretarial/information processing area. We have created a training plan, faculty recommendation, and permission to participate form. See Appendix
- Students and mentors have attended several workshops sponsored by AYCE and NAYCE. See Appendix for newspaper clippings.
- Started progress to serve as a model site mentor to Sandoval High School as they develop a similar type program for their Tech Prep students.
- Students previously enrolled in child care are choosing child care related careers.
- Continue to recruit students for the child care program. For the Fall 97-98 school year we have thirteen students enrolled in the Child Care Management Occupations.

9. Concerns.

- To be able to continue the program without funding.

Appendix

TECH PREP STUDENTS ATTEND WORKSHOP

by Susan Thole

Tech Prep students Shana Dickinson, Laura Moehle, and Candi Boatright of Carlyle high school joined early childhood educators at the literature conference held at Kaskaskia College on Saturday, Sept. 7th.

Mary Jo Huff, an early childhood educator, was Saturday's keynote speaker. She told stories and shared resources that focused on technique, oral traditions, story files, story corner, prop bag, and puppets.

In the first session, Linda Threatt shared the 'down on the farm' unit which included games, music and movement activities, finger plays, cooking, field trips, prop boxes, and books. Jodi Forbes and Karen Wagner shared in the second session ideas on how to make flannel boards and story pieces.

Tech Prep student Laura Moehle said, "The conference made me feel more confident when reading to children." Shana Dickinson really liked the puppet ideas and learned how to use her hands as puppets.

East of the Tech Prep students received two free books and Laura Moehle also received a free apron as attendance prizes.

Upcoming events include a workshop on 'guidance and discipline for A.D.D. and A.D.H.D. Kids' to be held in Mt. Vernon on Sept. 28th. Students will also attend a Clyde Self conference on self esteem at Kaskaskia College on Oct. 19th.

IN GOOD HANDS

by T.J. Boyd

Beginning its third year, Mrs. Joyce Beckemeyer's child care program appears to be a success. Her students enjoy the class and love the work.

Last week, Laura Moehle attended a two-hour workshop on child discipline at Calumet Christian Church in Centralia.

On Sept. 24th, Laura Crumbey, Candie Boatright, and Andrea Mikeljack accompanied the pre-kindergarten class of Carlyle to the Mills Apple Orchard in Marine. While at the orchard, the students took part in many fall activities. They also played on hay bales and picked apples.

They enjoyed feeding the chickens, goats, and geese, and found their day ending up in a maze created by the orchard.

This program is not only beneficial to the high school students but the pre-kindergartners as well.

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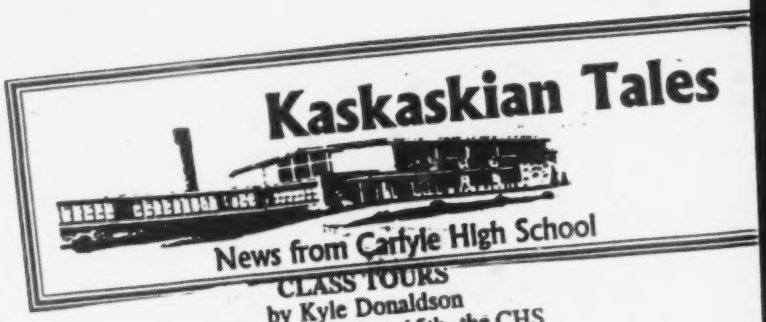

CLASS TOURS

by Kyle Donaldson

On Tuesday, Oct. 15th, the CHS child development class toured St. Joseph's Hospital in Breese. The tour included the OB department, a birthing bed, and the nursery.

Helen Essenpreis, the woman kind enough to give the tour, also talked about many other things.

They discussed C-sections, how they monitor the babies, and babies at risk. A baby at risk of a level 1 or 2 is kept at St. Joseph's Hospital, but a baby over level 2 goes to a St. Louis hospital.

She also talked about the differences of breast feeding and bottle feeding. Even more fascinating was the brochure called "The First Gift", which talks about donating umbilical cord blood for bone marrow transplants.

Persons wishing to know more about umbilical cord blood donations may contact the St. Louis Cord Blood Bank nurse coordinator at Cardinal Glennon Children's Hospital at (314) 268-2787.

TECH PREP ATTENDS WORKSHOP

by Susan Thole

Tech Prep students Amy Rule and Tina O'Rourke attended the Clyde Self, self-discipline workshop at Kaskaskia College on Saturday, Oct. 19th. Keynote speaker Clyde Self presented a session on self-esteem and discipline for children.

Formerly of Mt. Vernon, Mr. Self is currently teaching sixth grade at Hawthorn school in Mattoon. He shared his innovation techniques for motivating children.

Tina Suarez, early childhood coordinator and child care director at KC, presented a session on professionalism, development, and success. The girls learned professional development and strategies on how to work with other professionals in their fields.

Amy and Tina received 4.5 credit hours for attending this workshop. Both girls received a certificate for their credit hours earned.

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Kaskaskian Tales

News from Carlyle High School

TECH PREP TEAM TOURS

by Susan Thole

The Tech Prep team toured Carlyle Healthcare Center and Quip Industries on Friday, Oct. 25th. Jo Ann Brave hosted the healthcare tour and Chuck Huelsmann hosted the industry tour.

Teachers who participated are: Mrs. Susan Dudley, Mrs. Dena McLochlin, Mrs. Joyce Beckemeyer, Mrs. Sue Largent, Mr. John Rubsam, Mrs. Lisa Wiegmann, Mrs. Marilyn Wickmann, and Mrs. Leslie Nitz.

The CHS Tech Prep team is seeking input from local employers as to the skills needed by students in the world of work. The team is to reinforce skills learned in the classroom and bring them into the workplace.

November 13, 1996

Kaskaskian Tales

News from Carlyle High School

GUEST SPEAKER IN CHILD CARE

by Susan Thole

Mrs. Debbie Hill, the pre-kindergarten teacher at Carlyle, was a guest speaker in the child care class on Tuesday, Nov. 5th. This is Mrs. Hill's third year as a guest speaker on "reading to children appropriately".

She distributed hand-outs that will discuss how to read to children, how to choose books that are age appropriate, and when to start reading to small children. Mrs. Hill also talked about how to use flannel boards.

Tech Prep students are now teaching at the pre-kindergarten, the kindergarten classes, and the Gingerbread House, all of Carlyle.

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Kaskaskian Tales

News from Carlyle High School

TECH PREP WORKSHOP IN SPRINGFIELD

by Susan Thole

Mrs. Joyce Beckemeyer, the home economics and child care instructor at Carlyle high school, attended a workshop in Springfield on Nov. 13-14. The workshop was 'Tech Prep comprehensive work-base learning and partnership academics inservice'.

Mrs. Beckemeyer attended workshops on both days. They included: "Using Academic and Occupational Standards at the Work Place", "Getting Schools to Work", "Work Site Learning Best Practices", and "Project Sharing", when everyone shared programs that are offered at their school.

Mrs. Beckemeyer shared the "Child Care Apprenticeship" program offered at CHS. She also attended "Designing Work-Based Learning Experiences" and "Learning Work Site Liabilities".

WORK BASE WORKSHOP

by Kyle Donaldson

Mrs. Joyce Beckemeyer and Mrs. Lisa Wiegmann, faculty members at CHS, attended a "work-based learning...legal issues educators must address" workshop on Tuesday, Nov. 12th, at Kaskaskia College. It was an opportunity for all those involved with student work-based learning experiences to clarify the rules and regulations on child labor laws.

They also gained review and update knowledge of co-op supervision guidelines and information from the Illinois state board of education staff members and legal officials to assure compliance with appropriate sanctions.

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PARENTS, STUDENTS, UPCOMING REGISTRATION TECH PREP - CHILD CARE MANAGEMENT

Carlyle High School has a Tech Prep Work-Based Learning program with a strategy that combines supervised, structured on-the-job training in an employment setting, with related class instruction offered both in a classroom and a work setting.

PREREQUISITES —

- You must be a junior or senior
- You must have taken or plan to enroll in Orientation to Home Economics and Child Development
- Maintain a "C" or better average
- Have missed 5 or less days of school in the past year
- Have plans to attend a community college or four year institution

This Child Care program would provide a foundation for a teaching career, a social worker, and entrepreneur, and a day care manager.

Registration March 17-31

TECH PREP

... work-based learning SUCCESS STORIES!

... FROM SHELBY WESSEL

Hello, my name is Shelby Wessel. During my senior year at Carlyle High School, I was enrolled in the Child Care Management Occupations class.

Shelby Wessel

- This program provided me the opportunity for career exploration.
- Allowed me to gain valuable information and employability skills.
- Provided on-the-job training which enabled me to gain current employment as a tutor for teacher-referred children in the fifth grade at St. Mary's Public school.

Carlyle High School provided me with the knowledge, experience, and training to pursue my goals. I am presently attending Kaskaskia College nursing program and gaining work experience at both St. Mary's and the Carlyle Healthcare Center.

... FROM AMY KNUTT

Greetings. My name is Amy Knutt. During my junior and senior year at Carlyle High School, I was enrolled in the Child Care Management Occupations class.

Amy Knutt

- This program enabled me to attend child care related workshops, create a porfolio, and plan lessons for use in the classroom.
- Allowed me to gain experience reading to children, teaching songs, finger plays, and use age appropriate discipline.
- Allowed me to explore and experience my career choice before entering college.

I am presently attending Kaskaskia College with plans to teach elementary education. I am also working at the Gingerbread House daycare center.

For more information about the program, contact Joyce Beckemeyer at Carlyle High School.

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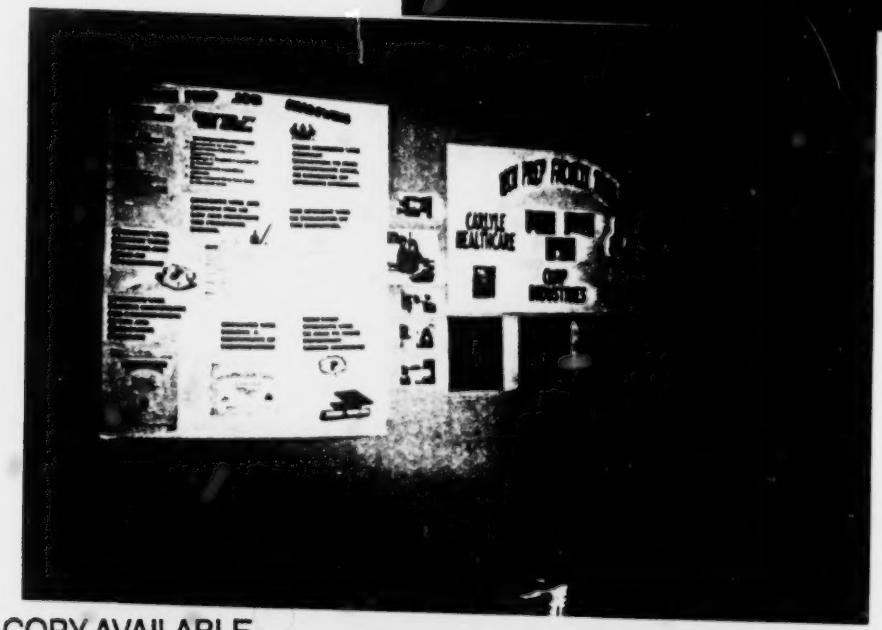
FRESHMAN ORIENTATION



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April 2, 199?

To: Parents of 8th Grade Students interested in Child Care Occupations

From: Joyce Beckemeyer, Child Care Coordinator

A field trip has been scheduled for Wednesday, April 16, for students interested in Child Care Occupations. Students will visit the Gingerbread House and the Pre-kindergarten class at Carlyle Grade School. They will leave the Jr. High at 9:15 a.m. and return at approximately 10:45. Please sign and return the permission form by Monday, April 14.

(Return form below to C.J.H.S. Office.)

Student's Name has permission to go on the Child Care Field Trip scheduled for Wednesday, April 16.

Parent/Guardian Signature

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To: Joyce Beckemeyer

From: Lana Nattier

Re: Student Groups for Child Care Field Trip

Date: April 14, 1997

Kindergarten groups:

(Strotheide)	(Langham)	(Niemeyer)
Chelsea Stern	Ruthann Davis	Amanda Henkle
Amanda Holstien	Jessica Branson	Dawn Kell

(Kampwerth)	(Price)
Mandy Blankenship	Kristeen Oettle
Danica Goodin	Christin Wall

GingerBread House group:

Audrey Peck
John Ross
Kristie Crumbey
Tommy Evans

Pre-K group:

Germaine Boyd
Jennifer Shaw
Kelly Phillips
Erin Voss+

FIELD TRIP EVALUATION
DAY CARE/ PRE-KINDERGARTEN

Summary of field trip evaluation

DATE: April 16, 1997

PLACE:_____

1. Was the field trip helpful in explaining the child care occupational cluster?
   Eighteen students said "Yes" *Helped me decide on my career, * Made me want to learn more about taking care of children.

2. Did you enjoy the "hands on" experience?____ Explain.
   Eighteen students said "Yes" * Students shared activities they were involved in.

3. Was this field trip beneficial in helping you focus on a career for yourself? _____ Explain.
   Eighteen students said "Yes" * Seventeen want to be a teacher. * One decided she didn't have enough patience for children all day.

4. Is there any thing you would like to have experienced during the field trip?_____Explain.
   Eleven said "Yes" * More time to visit (longer day)
   * Different age groups
   Seven said "No"

5. Would you recommend this field trip to other students?
   All eighteen said "Yes"

6. Additional comments: All eighteen want to go again.

8th GRADE FIELD TRIP TO CHILD CARE CENTERS

FIELD TRIP
by Ann Kleiboeker

Mrs. Lana Nattier and Mrs. Joyce Beckemeyer arranged for the junior high students to take a field trip to visit the kindergarten, pre-kindergarten, and Gingerbread House. Approximately 18 students participated.

Students who went on the field trip had to show an interest in child care occupations. During the trip, students observed, toured, and got involved in child care activities. Upon their return, they were required to fill out an evaluation form.

Students departed at 9:15 a.m. and returned at 10:45 a.m.

TECH PREP WORK-BASED TRAINING AGREEMENT
OCCUPATION: SECRETARIAL/INFORMATION PROCESSING

This establishes an agreement between Carlyle Community High School #1 and _____ regarding the employment of
(training center)
_____ in Tech Prep Work-Based Learning
(trainee) for Secretarial/Information Processing

Student_____ Date of Birth_____
Student Social Security # _____
Employer Name_____
Company Name_____
Company Address_____
Company Phone Number_____
Student Job Title_____

In order to carry on a work-based learning program, all parties concerned must agree to the following responsibilities.

EMPLOYER'S RESPONSIBILITIES:

1. The student's employment activity will be under the supervision of an experienced, qualified person **AT ALL TIMES.** The on-the-job instructor, _____, will be in charge of the on-the-job training for the period beginning_____and ending on_____.

2. The employer will notify the parent and the school immediately in case of accident, sickness, or any other serious problem which arises.

3. The employer will maintain a working relationship with the teacher-coordinator to facilitate the instruction of the student and to allow supervisory visits to the work-site.

4. The employer will discuss the job performance of the student and prepare a written evaluation form.

5. The employer will notify the teacher-coordinator if problems should arise, if changes in the job should occur, or if the employer can no longer provide an internship for the student.

6. The employer will allow observation time as needed.

TEACHER-COORDINATOR'S RESPONSIBILITIES:

1. The teacher-coordinator will visit each student periodically at the work station for the purpose of observing the student in the work environment, evaluating the training facility, and becoming acquainted with the on-the-job instructor.

2. The teacher-coordinator will show discretion in the time and circumstances of the job site visits.

3. The teacher-coordinator will be available to settle all complaints with the cooperation of all parties involved, and shall have the authority to withdraw or transfer a student.

4. The teacher-coordinator will perform liaison and coordinating functions between the school and the business/industrial community.

5. The teacher-coordinator will provide appropriate instruction in the secretarial/information processing class to facilitate the transition from school to work.

6. Safety instruction will be given by the school and shall be supplemented with on-the-job training provided by the employer.

7. The teacher-coordinator and employer evaluation will be responsible for assigning the student's grade.

PARENT'S OR GUARDIAN'S RESPONSIBILITIES:

1. The parent or guardian agrees to let the student participate in the program and to cooperate with the school in meeting requirements of the program.

2. The parent or guardian will discuss any problems with the teacher-coordinator.

3. The parent or guardian is aware that no workman's compensation will be provided at the employer worksite or through the school district.

STUDENT'S RESPONSIBILITIES:

1. When absent from school, the student will notify the coordinator by 8 a.m. and will also notify the employer no later then 8:15 a.m. that he or she will be absent.

2. The student agrees to keep the employer's interests in mind, being punctual, dependable, and loyal.

3. The student agrees to follow instruction, avoid unsafe acts, and be alert to unsafe conditions.

4. The student agrees to be courteous and considerate of the employer, fellow workers, and others.

5. The student may not report to his/her training station if he/she is absent from any class. However, an exception may be made if he/she submits an authorized doctor's appointment verification.

6. The student agrees to notify their training station if he/she is going to be tardy or absent from work for a justifiable cause. If at the end of first semester, a student has five absences, the student will need a Dr.'s excuse or equivalent to be allowed to continue.

7. The student agrees to keep such records of his/her work experience and to make such reports as required.

The following work schedule will be followed. If it becomes necessary to change the work schedule, the teacher-coordinator must be notified in advance and the change must be approved by the teacher-coordinator, junior-senior guidance counselor, and the principal.

Please circle a.m. or p.m.

Monday_____
Tuesday_____
Wednesday_____
Thursday_____
Friday_____

We the undersigned are familiar with and agree to the above provisions, and understand that failure to follow above provisions can lead to dismissal.

_____ _____
Date Signature of Student Date Signature of Teacher

_____ _____
Date Signature of Parent Date Signature of Employer

FACULTY RECOMMENDATION SHEET
TECH PREP WORK-BASED SEC./INFO PROC.

Date_____

Miss
Mrs.
Mr._____:

_____ has expressed an interest in our Tech Prep Work-based Sec./Info Proc. Program and has listed your name as a person who is familiar with their personality and possible future success.

Your time in rating her/him on the following traits and then returning this form to my mailbox at your earliest convenience will be appreciated. You need only write a statement if you can better evaluate this student by that means. I would appreciate any comments you might add which would be helpful in considering the student and/or recommending her/him to an employer.

Thank you!

_____
Teacher-Coordinator
Mailbox_____

PROFILE (Compare to others in similar situation, age, group, etc.)

RATING SCALE:

1 = Excellent
2 = Good
3 = Average
4 = Fair
5 = Poor

_____(1) Appearance
_____(2) Attitude
_____(3) Citizenship
_____(4) Cooperativeness
_____(5) Courtesy
_____(6) Dependability
_____(7) Industriousness
_____(8) Initiative
_____(9) Promptness and Attendance
_____(10) Reliability

Remarks:

_____
FACULTY MEMBER'S SIGNATURE

CARLYLE HIGH SCHOOL

TECH PREP WORK-BASED SEC./INFO PROC.
PERMISSION TO PARTICIPATE FORM

In order to gain the best experience possible and profit the most from the Tech Prep Work-based Sec./Info Proc. Program, it is important that the students follow these guidelines:

Be enrolled in Office Procedures.

Be punctual at all times.

Be regular in attendance in school and on the job.

Realize that being absent from school also means not working.

Notify the school (and ask them to notify Mrs. Wiegmann) when it is necessary to be absent from work and school.

Display good work habits at all times.

Work for the best interest of the school, the program, and self.

Carry out training on the job in such a manner that the student will be a credit to self and to the cooperative education program.

Keep matters of business in strict confidence.

Accept the fact that students who are required to leave school for disciplinary reasons will not be allowed to report to his training station.

Acquaint yourself with office rules and policies and make every effort to live up to them.

Keep an accurate record of the number of hours worked and hourly wage rate--which will be sub-minimum wage.

Consult Mrs. Wiegmann (Instructor) about any difficulties on the job, and make no changes without such consultation.

Listen to and follow supervisor's instructions pleasantly.

Learn and use the language of your office (business language); leave the casualness and slang expressions for other times. Use correct grammar.

I fully understand the above statements and I agree to cooperate in carrying them out to the best of my ability.

Date:_____

School year 19__to 19__

_____
Student's Signature

_____
Parent's Signature

TECH PREP
WORK-BASED
SECRETARIAL/INFORMATION PROCESSING

STUDENT LEARNER_____ TRAINING STATION_____

DIRECTIONS: Please rate this student's job performance by using the following rating code:

4--Superior 3--Above Average 2--Average 1--Poor 0--Unsatisfactory N/A--Not Acceptable

Please turn the page over for further comments and signing the evaluation.

CHARACTERISTICS	GRADING PERIOD				
	1st	2nd	3rd	4th	Comments:
ATTENDENCE: 4--Perfect; 3--Absent once, called in; 2--Absent twice, called in; 1--Absent 3 times, called in; 0--Absent too much					
PUNCTUALITY: 4--Never late; 3--Late once, 1 or 2 min.; 2--Rarely late, 2 or 3 min.; 1--Sometimes late, 5 or more min.; 0--Frequently late					
ATTITUDE TOWARD JOB: Compare job interest with other employees. Consider enthusiasm.					
ATTITUDE TOWARD LEARNING: Shows eagerness to learn new tasks. Learns from mistakes. Follows instructions.					
ATTITUDE TOWARD SUPERVISION: Accepts discipline and constructive criticism. Is cooperative.					
ATTITUDE TOWARD CO-WORKERS: Ability to get along and work with others. Is courteous.					
ATTITUDE TOWARD (CUSTOMERS): Uses tact and discretion in assisting customers. Is pleasant with others.					
APPEARANCE: 4--Always well groomed, correct dress; 3--Usually well groomed, correct dress; 2--Sometimes inappropriately dressed; 1--Often inappropriately dressed; 0--Sloppy					
QUALITY OF WORK: Compare with others of equal age and experience. 4--Very accurate; 3--Few errors; 2--Several errors; 1--Careless; 0--Inexcusable errors					
QUANTITY OF WORK: Compare with others of equal age and experience.					
DEPENDABILITY: Reliable. Does assigned tasks without being told repeatedly. Follows directions.					
INITIATIVE: Does things without being told. Looks for things to do.					
JUDGMENT: Uses common sense in dealing with problems that arise.					
HANDLES ROUTINE: Performs regular duties unbegrudgingly. Performs routine tasks without constantly being told.					
FLEXIBILITY: Adapts to a variety of situations on the job. Handles interruptions well.					
OFFICE SKILLS: Arithmetic, spelling, proofreading, machine operation, telephone usage, typing, filing, accounting.					
COMMUNICATION: Uses correct English in oral and written communication.					

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Tech Prep Youth Apprenticeship in Child Care Management
Steering Committee Meeting
August 19, 1996

The steering committee met on August 19, 1996, at 7:00 P.M. in the Carlyle Unit One Board of Education Room.

Members present included the following: Janice Moenster, Lonnie Hayes, Debbie Hill, Marge Doolen, Tina Suarez, Brenda Yates, Joyce Beckemeyer, Jim Pflasterer. Phyllis Martin recorded the minutes.

The minutes of the previous meeting of November 6, 1995, were read and approved as presented.

Regarding the questions of Title 20 in the minutes, Janice Moenster suggested contacting their office (Children's Home Aid Society) for information instead of DCFS.

Tina Suarez from Kaskaskia College gave an update on the K.C. Child Care Program. She relayed the following:

a) 20 students are entering the program for fall

b) Several courses are offered for fall semester. Ten students are required to make a class. Off-campus classes do not have enough enrollment as of yet.

c) They are contacting all high schools for interested students to tour their child care center.

d) Two telecommunications courses are offered and have the highest enrollment.

e) Two fall seminars are offered at a cost of $10 per registrant (with price including lunch).

f) South Central Illinois Association for the Education of Young Children will meet the third Thursday of each month. Membership dues are for a calendar year.

A fund raiser is being planned by having a booth at the Halloween Parade.

Marge Doolen relayed that the state has suggested expanding the child care program to other schools in the region. Sandoval is starting a program similar to Carlyle's program. The state has to approve the curriculum through the regional delivery system. Central High School may possibly come to Carlyle for part of the program. Theirs is Child Care Worker; Carlyle is Child Care Management. Tina Suarez was asked if the number of students was a problem. She stated K.C. would take all who apply. Students interest and enthusiasm doesn't seem to be there. Students aren't

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showing high school as being a stepping stone to the next level. It was suggested to get the numbers to increase and then do a weeding out process. Debbie Hill appreciated her concern about students' attitudes although not much different from other programs. The students should go in for dedication and not big money. It was suggested to offer an A.A. degree (Early Childhood studies) since sometimes title helps the ego. The courses taken at K.C. need to be able to transfer to a university. Janice Moenster suggested a Child Care Administration Class be offered. Tina Suarez said they now focus more on practicum. Certain number of hours is required, not sure of degree, but working on it.

Certificates of completion were given to students based on mentor's evaluation for the Work-base learning program. It was suggested that the number of hours that the student has completed be included.

Joyce Beckemeyer reviewed the Daccum of the apprenticeship program and asked if anything needed to be added. It was suggested to have the student interview someone in the child care field to get that perspective of the profession.

Joyce Beckemeyer reported that three students completed the 2-year Child Care program in 1995-96.

Joyce Beckemeyer asked if any revisions needed to be made on the training plan/evaluation. Janice Moenster suggested that an addition be made for the students' response to the evaluation. Tina Suarez said to have students do a teacher evaluation. It was suggested that cooperation be made with the director in giving grades.

Regarding training agreement revisions, a suggestion was made regarding adding fingerprinting disclaimer. Change wording in #1 to "at all times"; change in #5 from "employment" to "internship"; change #1 to "period beginning (date) and ending (date)".

Joyce Beckemeyer has six applications for the fall Child Care program at Carlyle. One will be a second year student and one has to have a reading test. Three may have to be given probation the first semester due to previous attendance in school. Three students will be placed at the Gingerbread House and two in AM and one in PM prekindergarten classes. Janice Moenster suggested allowing them to observe so many days (maybe this needs to be in the agreement). The employer would have to agree to permit observation period as needed.

The meeting was adjourned at 9:06 P.M.

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Carlyle Community High School

1461 TWELFTH STREET
CARLYLE, ILLINOIS 62231-1299
PHONE (618) 594-2453 FAX (618) 594-8285
TECH PREP WORK-BASED LEARNING
FOR CHILD CARE OCCUPATIONS

Dr. Ann Duncan, Superintendent
Kevin Meyer, Principal
Joyce Beckemeyer, Instructor

To: Advisory Committee

From: Joyce Beckemeyer, Work-Based Learning For Child Care Occupations.

Date: May 5, 1997

Time: 7:00 p.m.

Place: Carlyle Unit Board Room

AGENDA

Review minutes from last meeting

Introduce new business

- Review student applications.
- Insurance coverage/Training Agreement
- Possible work site (Little Darlins Daycare Center)
- Suggestions for maintaining program without funding.
- Summer employment.

Set date for next meeting.

Tech Prep Youth Apprenticeship in Child Care Management
Advisory Committee Meeting
May 5, 1997

The steering committee met on May 5, 1997, at 7:00 p.m. in the Carlyle Unit One Board of Education Room.

Members present included the following: Lonnie Hayes, Marge Doolen, Brenda Yates, Stacey Holthaus, JoAnn Albers, Dr. Duncan, Kevin Meyer, and Joyce Beckemeyer. Lisa Wiegmann recorded the minutes.

The minutes of the previous meeting on August 19, 1996, were reviewed and approved as presented. Joyce Beckemeyer indicated changes were made in the training agreement.
Employer's Responsibilities: Item 1-AT ALL TIMES the student's employment activity will be under the supervision of an experienced qualified person.
Item 5-employment was changed to internship
Parent's Responsibilities: Item 3-(added) The parent or guardian understands that their son/daughter will not be covered by workers compensation at the assigned work site.

On the topic of fingerprinting, DCFS indicated it is illegal to fingerprint anyone under the age of 18. After age 18 it is the discretion of the director. Roger Davenport provided a letter to verify this information. The minutes were approved.

Introduction of the new business:

-Introduction of new principal, Mr. Meyer
-Eleven applicants have applied for the 1997-98 school year
-A recommendation from Joyce Beckemeyer was made concerning applicants. Applications were passed around. Dr. Duncan asked if there was room for all applicants. Joyce replied, "Yes". Stacy Holthaus asked, "How many students go into childcare professions?"
Mrs. Beckemeyer commented, "Michelle Wood-Childcare-Kaskaskia College and working at Little Darlins, Amy Knutt-Grade school Childcare Program, and Connie Schomaker-Early Childcare Program."

The committee reviewed the applicants. Dr. Duncan commented, "If some were not accepted, would this cause a domino effect?" Mr. Meyer commented he did not think so. Lisa Wiegmann also indicated the same. Marge Doolen commented, "All applicants appear to be good." Brenda Yates and JoAnn Albers also commented the same. The attendance policy was also discussed. It was agreed upon to accept all candidates.

Marge Doolen mentioned she was impressed with the job shadowing presentation Mrs. Beckemeyer's students gave on April 24, 1997.

-Insurance coverage/training agreement
Discussion of article which was mailed to all prior to the meeting was reviewed. Joyce Beckemeyer asked what areas regarding safety need to be addressed:
1) Safety for a worksite-
Stacy Holthaus commented:
sanitation, wearing of gloves when dealing with blood, and diapering with gloves
Lonnie Hayes
choking hazards, smaller toys and little children
Mr. Meyer
First Aid

Joyce Beckemeyer indicated CPR training would be available to students in the 1997/98 school year. Mrs. Beckemeyer also indicated Little Darlins would be used as a worksite for next year. Transportation was discussed. Funding was also discussed since the grant expires this year. Marge Doolen suggested to check out Project Child - for training and also CHASI.

Stacy Holthaus brought to the committee's attention that DCFS has made changes in the licensing procedures--a new book has been published.

Summer employment - one student offered a position to do some sub work at Gingerbread House. Students need to be age 18 to assist and must be working with a qualified teacher's aide.

The meeting adjourned at 8:01 p.m.

Internet Curriculum

Goal: To establish Internet usage as a resource tool, utilizing various sites.

Objective: The students will be able to:

-plan a field trip that is age appropriate (25 pts.)

-develop a financial plan (20 pts.)

-supplies (15 pts.)

-utilize decision-making skills (25 pts.)

-map routes to location (25 pts.)

-present project (15 pts.)

Project: To plan a one-day (8 hour) field trip for 10 students of designated ages; monetary allowance of $0-250. Approval of chosen site(s) will be determined by the instructor. Students will need to list how this experience(s) was educational for the participants. Students will need to list resources used and will be able to print out materials. Presentation of the project can be in the form of a poster or an oral presentation must be made to the class.

Grading: 125 possible points

TECH PREP WORK-BASED TRAINING AGREEMENT
OCCUPATION: CHILD CARE MANAGER

This establishes an agreement between Carlyle Community High School #1 and _____ regarding the employment of
(training center)
_____ in Tech Prep Work-Based Learning
(trainee) for Child Care Manager Occupation

Student _____ Date of Birth _____
Student Social Security # _____
Employer Name _____
Company Name _____
Company Address _____
Company Phone Number _____
Student Job Title _____

In order to carry on a work-based learning program, all parties concerned must agree to the following responsibilities.

EMPLOYER'S RESPONSIBILITIES

1. The student's employment activity will be under the supervision of an experienced qualified person **AT ALL TIMES**. The on-the-job instructor, _____, will be in charge of the on-the-job training for the period beginning _____ and ending on _____.

2. The employer will notify the parent and the school immediately in case of accident, sickness, or any other serious problem which arises.

3. The employer will maintain a working relationship with the teacher-coordinator to facilitate the instruction of the student and to allow supervisory visits to the work-site.

4. The employer will discuss the job performance of the student and prepare a written evaluation form.

5. The employer will notify the teacher-coordinator if problems should arise, if changes in the job should occur, or if the employer can no longer provide an internship for the student.

6. The employer will allow observation time as needed.

TEACHER-COORDINATOR'S RESPONSIBILITIES:

1. The teacher-coordinator will visit each student periodically at the work station for the purpose of observing the student in the work environment, evaluating the training facility, and becoming acquainted with the on-the-job instructor.

2. The teacher-coordinator will show discretion in the time and circumstances of the job site visits.

3. The teacher-coordinator will be available to settle all complaints with the cooperation of all parties involved, and shall have the authority to withdraw or transfer a student.

4. The teacher-coordinator will perform liaison and coordinating functions between the school and the business/industrial community.

5. The teacher-coordinator will provide appropriate instruction in the child care occupation class to facilitate the transition from school to work.

6. Safety instruction will be given by the school and shall be supplemented with on-the-job training provided be the employer.

7. The teacher-coordinator and employer evaluation will be responsible for assigning the student's grade.

PARENT'S OR GUARDIAN'S RESPONSIBILITIES:

1. The parent or guardian agrees to let the student participate in the program and to cooperate with the school in meeting requirements of the program.

2. The parent or guardian will discuss any problems with the teacher-coordinator.

3. The parent or guardian understands that their son/daughter will not be covered by workers compensation at the assigned work site.

4. The parent or guardian will provide proof of insurance coverage or purchase school/accident insurance.

STUDENT'S RESPONSIBILITIES:

1. The student agrees to have a physical exam and a TB test prior to starting as required by the center.

2. The student agrees to ride the transportation provided by the school to and from the work site.

3. When absent from school, the student will notify the coordinator by 8 a.m. and will also notify the employer no later than 8:15 a.m. that he or she will be absent.

4. The student agrees not to work in the place of business if sick because the well being of children at work site is first priority.

5. The student agrees to keep the employer's interests in mind, being punctual, dependable, and loyal.

6. The student agrees to follow instruction, avoid unsafe acts, and be alert to unsafe conditions.

7. The student agrees to be courteous and considerate of the employer, fellow workers, and others.

8. The student may not report to his/her training station if he/she is absent from any class. However, an exception may be made if he/she submits an authorized doctor's appointment verification.

9. The student agrees to notify their training station if he/she is going to be tardy or absent from work for a justifiable cause. If at the end of first semester, a student has five absences, the student will need Dr. excuse or equivalent to be allowed to continue.

10. The student will make up absent days at work site after school.

11. The student agrees to keep such records of his/her work experience and to make such reports as required.

The following work schedule will be followed. If it becomes necessary to change the work schedule, the teacher-coordinator must be notified in advance and the change must be approved by the teacher-coordinator, junior-senior guidance counselor, and the principal.

Please circle a.m. or p.m.

Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday_____

We the undersigned are familiar with and agree to the above provisions, and understand that failure to follow above provisions can lead to dismissal.

_____ _____
Date Signature of Student Date Signature of Teacher

_____ _____
Date Signature of parent Date Signature of Employer

TECH PREP
STUDENT APPLICATION

Last Name: _____ First Name:_____
Student I.D. _____
Street Address/P.O. Box: _____
City:_____ State: _____ ZIP Code:_____

Prospective Class Schedule: G.P.A.:_____

_____
_____
_____
_____
_____
_____
_____

Attendance: Number of Days Absent Last Yr. _____

Career Plans: Student interest area:_____
_____
_____
_____
_____

Why are you interested in the Tech Prep Program?
_____
_____
_____
_____
_____

Student Signature_____
Parent/Guardian Signature _____

Tech✦Prep

Carlyle Community High School

Job Shadowing Employer Evaluation Sheet

Student_____ Date of Experience_____

Business_____ Person Shadowed_____

Please rate your job shadowing student with 5 being excellent and 1 being poor. Additional comments are welcomed.

Did the student:

1. Arrive at the job site on time?

   5 4 3 2 1 Comments:_____

2. Was the student dressed appropriately?

   5 4 3 2 1 Comments:_____

3. Demonstrate a desire to learn?

   5 4 3 2 1 Comments:_____

4. Abide by the regulations and policies of the **business sponsors** and his/her **home school**?

   5 4 3 2 1 Comments:_____

5. Ask appropriate questions?

   5 4 3 2 1 Comments:_____

6. Conduct themselves in a professional manner?

   5 4 3 2 1 Comments:_____

7. Additional comments:_____

   _____

   _____

Overall rating of student:

5 4 3 2 1 Comments:_____

Signature:_____

Rubric for Job Shadowing

Student Participant_____
Business/Industry_____
Name of contact_____
Job Title & Phone #_____

Job Description (duties performed including work environment)

_____
_____
_____
_____
_____

Education Required

_____
_____
_____

Skills Required

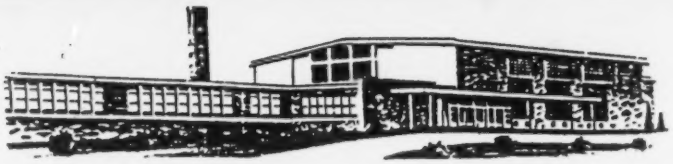
_____
_____
_____

Positive Aspects (insurance benefits, salary, personal gratification, travel, etc.)

_____
_____
_____
_____

Negative Aspects (stresses, work load, obstacles to success or advancement, etc.)

_____
_____
_____
_____



Carlyle High School
1461 TWELFTH STREET
CARLYLE, ILLINOIS 62231-1299
PHONE (618) 594-2453 FAX (618) 594-8285

Kevin Meyer, Principal

March 4, 1997

Dear Business Owner/Employer:

The student presenting this letter is a participant in the Tech Prep program at Carlyle High School. This program is designed to let high school students explore career areas. I invite you to participate in this program by providing a job shadowing experience at your work site.

This experience is considered a field trip since the students will receive no pay, therefore the students will be covered by their school's liability insurance while engaged in activities at your site for the day. Participants are requested to shadow a 1/2 day with the employee they will be shadowing in order to gain knowledge and understanding of what they like best about the job, what they liked the least, average starting salary, what salary a worker can obtain, demand for workers in this field - duties of the employee - advantages and disadvantages of the job, skills needed for the job, etc.

The participant will have a report to write after the job shadowing experience about the nature of the work they observed. They may perform actual work, observe work processes and technology and ask questions of the employer/employee about the nature of their work.

This program provides valuable experience for high school students that will enable them to make informed choices about a career they may wish to pursue. Your cooperation will be deeply appreciated by both the student, the school and the Marion, Clinton and Washington County Regional Delivery System for Vocational Education.

If you have questions regarding the job shadowing experience please contact Lisa Wiegmann (Tech Prep Team Leader) at Carlyle High School or Margie Doolen System Director, Marion, Clinton, and Washington Counties Regional Delivery System for Vocational Education at 548-6385.

TECH PREP, COMPREHENSIVE WORK-BASED LEARNING AND PARTNERSHIP ACADEMIES INSERVICE

NOVEMBER 13 & 14, 1996
Draft Agenda

Wednesday, November 13, 1996

9:30 - 10:00 a.m.	**Coffee & Registration**
10:00 - 10:15 a.m.	**Welcome & Overview of Agenda**
10:15 - 11:15 a.m.	**ETC: The Big Picture** - Diana L. Robinson, Associate Superintendent, Business, Community and Family Partnership Center Questions/Answers
11:30 a.m. - 12:30 p.m.	LUNCH
12:30 -1:40 p.m.	**Breakout Session One** ***"*How to*" Panel** Strategies for implementing work-based learning--marketing, student/business recruitment, expanding experiences within a business and evaluating students ****Training Workplace Mentors*** Mentor training in Illinois How a business works with mentors ****Using Academic & Occupational Standards at the Workplace***

1:50 - 3:00 p.m.	**Breakout Session Two**
	""*How to*" **Panel** Repeat from session one
	**Evaluating Student Attainment of Standards at the Workplace (the process)*
	**Training Workplace Mentors* Repeat from session one
3:00 - 3:15 p.m.	**Break**
3:15 - 4:00 p.m.	**"Getting Schools to Work"**

EVENING ACTIVITY

Thursday, November 14, 1996

7:30 - 8:00 a.m.	**Continental Breakfast**
8:00 - 9:10 a.m.	**Panel Presentation: Worksite Learning Best Practices** *Shadowing *Internship *Apprenticeship *Entrepreneurship/School-Based Enterprise
9:20 - 11:00 a.m.	**Project Sharing Time** *TP Rural Models *WBL/CWBL Models *Postsecondary Models *Partnership Academies
11:00 - 11:10 a.m.	**Break**
11:10 - 12:30 p.m.	**Designing Work-Based Learning Experiences**
12:30 - 2:00 p.m.	**Lunch and Wrap-Up** ** Worksite Learning Liability Issues* **Articulation Initiatives* **Closing*

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